

Revision Strategies

Word Choice:

- **Collect Word “Treasures”**- students can collect words (from books, magazines, etc.) that they find interesting. Keep an ongoing list in a writing folder or in a Writer’s Notebook. ***You could also create a class display of these words to support all writers.
- **Keep an Individual Thesaurus**- students can keep an individual thesaurus in a writing folder or their Writer’s notebook. They can comb through their Writer’s Notebook or published writing for words they overuse and develop a list of words they could use instead. (This is great for words like “good”, “nice”, “happy”, “sad”, etc.) ***You could also create a class display of certain words to support all writers.
- **Word Outlaws**- you can let students know that certain words are “Outlaws”- I outlaw “then”. Students must remove outlawed words from their writing without exception. You can generate a class list of words that are outlawed and words that can replace the “outlaws”.
- **Create lists of General vs. Specific Verbs** (You could also call this **Ordinary vs. Poetic Words**)- students can create these lists in a writing folder or in their Writer’s Notebooks. Using specific verbs can help students create more vivid images in their writing.
 - Ex. Walks: trots, saunters, strolls, skips, romps

Structure:

- **Crafting Leads**- students can experiment with different leads to hook the reader.
 - Ways to Vary Leads:
 - Starting with a Questions (Great for Expository Writing)
 - Starting with a Vivid Image or Setting Details
 - Starting with Action
 - Starting with Dialogue
 - Starting with a Surprising Event
- **Playing with Time**- in narrative writing, students can speed up the action to show a big sweep of time or slow down the action to emphasize an important part or moment.
 - To speed up writing and show the passing of time, writers can use lines like, “two weeks later”, “after a long summer”, “during the next three days”, etc.
 - To slow down the action at an important part, writers can elaborate using dialogue, internal thinking, and specific actions.
- **Creating a Web or a Timeline**- students can create a web or a timeline to help them 1) focus their writing on the important parts, and 2) organize their writing [into paragraphs].
- **Expanding**- students can expand their writing by “lifting a line” and writing in great detail about that one specific line.
 - Ex. *“I took my bulldog, Bernie, for a walk in the park.”* could be expanded to, *“I took my bulldog, Bernie, for a walk. We strolled in the park in the crisp, autumn air. Children ran around and yelled with excitement. Couples walked hand in hand, admiring the changing leaves. I smiled to myself. What a perfect time of year, I thought.”*
- **Crafting Endings**- students can experiment with different endings to wrap up their writing.
 - Ways to Vary Endings:
 - Circular Ending- Repeat a line from the first paragraph of a story

- Personal Reflection –Leaves the reader with something to think about (great for expository writing).
- Surprise Ending –this could be something unusual or a new way to look at or think about something.

Voice:

- **Point of View**- students can establish voice in their writing by thinking about who is telling the story. In fiction, students can experiment with telling a story from First Person or Third Person. In addition, they can experiment with which character is telling a story in the first person.
- **Elaborating with Inner Voice/Personal Monologue**- students can add detail to their writing by including their internal thoughts.
- **Elaborating with Purposeful Dialogue and Cutting Out Dialogue that does not Serve a Purpose**- students should cut out dialogue that does not give information about a character to the reader. They can summarize this type of dialogue into one or two sentences.
 - Ex. “Do you want to go to the park after school?” Sarah asked.
“Sure”, said Dimitri. “That would be fun.”

Instead a student could write, *Sarah and Dimitri decided to go to the park after school.* In addition, students should add purposeful dialogue to their writing that helps the reader understand something about a character (motivations, internal conflicts, and relationships with other characters) or sets the stage for something important to happen.
- **Describe Characters**- students can describe characters by:
 - Physical Characteristics
 - How the character does things (gestures, expressions)
 - Internal Feelings (conflicts, motivations)
 - Describe a character from another character’s Point of View
- **In Non-fiction, use similes, metaphors and descriptive language to describe things, instead of using just facts.**

Additional Revision Strategies:

- **Use Sensory Details**- what did a character see, hear, smell, taste, or feel?
- **“Setting the Stage”**- Students can illustrate their settings first to help them vividly describe them in words
- **Varying Sentence Length**- show students how to write different types of sentences and how to vary them to keep their writing interesting.
- **In Dialogue, Write HOW a Character Says Things (Adverbs)**
- **Listen to Our Own Writing Read Aloud**- teach students to work closely with their writing partners. Have a student’s partner read their work aloud to them- students can often find places to add more information or detail when they hear their own writing read aloud.
- **Use Mentor Texts**- Show students places you have revised your own writing, demonstrating using the strategy you want them to try.

Student	Strategies you could use to help this student revise for WORD CHOICE	Strategies you could use to help this student revise for STRUCTURE	Strategies you could use to help this student review for VOICE
A			
B			
C			
D			